

Theme: Leadership and Responsibility

Autumn 1 and 2: Justice		Spring 1: WW2 – The Home Front and Kindertransport (continued Spring 2) Spring 2: Parliament and Democracy		Spring 1: Israel	Spring 2: Me as a Leader
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text: Floodland End project – ‘podcast’ telling Zoe’s story.	Justice: End project: Biography of a public figure who worked for justice – bound and published.	Persuasive speeches – We Will Fight Them On the Beaches WW2 narrative ‘The Journey’.	Political Manifestos Haggadah	Israeli poetry – Yehuda Amichai (Yom Ha’Atzmaut)	Preparation for the end-of-year show End project – end of year show.
Composition: Describe settings, characters and atmosphere: Narrative. First-person recount.	Composition: Writing for a particular audience and purpose, employing appropriate structure Précising longer passages Use devices to create text cohesion The passive voice: Biography	Composition: Building suspense in narrative writing Inserted dialogue to convey character and advance the action – Kindertransport narrative.	Composition: Use devices to create text cohesion Choose the appropriate register for writing	Composition: Choose language appropriate for a purpose	Composition: Plan, draft, evaluate and edit writing:
Grammar and Punctuation: Inserted phrases and clauses and punctuating them with commas, brackets or hyphens The subjunctive form	Grammar and Punctuation: Expanded noun phrases, the passive voice	Grammar and Punctuation: Use modal verbs and adverbs to indicate degrees of possibility	Grammar and Punctuation: Consolidation of grammar, punctuation and spelling objectives taught in years 5 and 6	Grammar and Punctuation: Consolidation of grammar, punctuation and spelling objectives taught in years 5 and 6	Grammar and Punctuation: Consolidation of grammar, punctuation and spelling objectives taught in years 5 and 6
Reading: Summarise main ideas Compare characters Use evidence to support an idea.	Reading: Infer characters’ thoughts, feelings and motives Identify how language and structure contribute to meaning	Reading: Distinguish between fact and opinion Evaluate how authors use language, including figurative language, and its impact on the reader	Reading: Distinguish between fact and opinion Summarise main ideas from more than one paragraph	Reading: Evaluate how authors use language, including figurative language, and its impact on the reader	Reading: Summarise main ideas from more than one paragraph

English

Maths	<p>Represent, read, write, order and compare numbers up to ten million</p> <p>Round numbers, make estimates and use this to solve problems in context</p> <p>Solve multi-step problems</p> <p>Identify and use properties of number, focusing on primes</p> <p>Multiply larger integers and decimal numbers</p> <p>Divide integers by 1-digit and 2-digit numbers representing remainders appropriately</p> <p>Use of brackets</p> <p>Use knowledge of the order of operations to carry out calculations</p> <p>Generate and describe linear number sequences</p>	<p>Express missing number problems algebraically</p> <p>Solve equations with unknown values</p> <p>Deepen understanding of equivalence</p> <p>Order, simplify and compare fractions, including those greater than one</p> <p>Recall equivalence between common fractions and decimals</p> <p>Find decimal quotients using short division</p> <p>Add and subtract fractions</p> <p>Represent multiplication involving fractions</p> <p>Multiply two proper fractions</p> <p>Divide a fraction by an integer</p> <p>Calculate and compare percentages of amounts</p> <p>Connect percentages with fractions</p> <p>Explore the equivalence</p>	<p>Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units</p> <p>Calculate the area of parallelograms and triangles</p> <p>Calculate, estimate and compare the volume of cuboids</p> <p>Compare and classify a range of geometric shapes</p> <p>Use angle facts to find unknown angles</p>	<p>Draw a range of geometric shapes using given dimensions and angles</p> <p>Describe, draw, translate and reflect shapes on a co-ordinate plane</p> <p>Recognise and construct 3-D shapes</p> <p>Name parts of a circle</p> <p>Calculate the mean</p> <p>Construct and interpret lines graphs and pie charts</p> <p>Compare pie charts</p> <p>Use fractions to express proportion</p> <p>Identify ratio as a relationship between quantities and as a scale factor</p> <p>Unequal sharing involving ratio</p>	Revision and consolidation/SATs	Financial Education: Enterprise
Trips	Residential – YHA Trafford Hall, Chester.		Bletchley Park	Houses of Parliament TBC	TBC	TBC

Science	<p>Evolution and Inheritance:</p> <ul style="list-style-type: none"> - Investigate Darwin's theories, how creatures have adapted to specific habitats, and the evolution of life from the dinosaurs onwards. - Understand the simple principles of how characteristics are passed from parents to offspring 		<p>Classification:</p> <ul style="list-style-type: none"> -Describe how living things are groups according to characteristics, species, etc, and give reasons for this. <p>Working scientifically:</p> <p>Use a range of transferable scientific skills to plan enquiries, conduct fair tests, observing and questioning, comparing how different animals are adapted to their habitats, and analyse advantages and disadvantages of certain adaptations.</p>	<p>Electricity (including making torches to use during the Blackout).</p> <ul style="list-style-type: none"> -Understand how to build and adapt circuits, including changing the brightness of lamps, volume of buzzers, etc. -Use circuit symbols in a diagram. <p>Working scientifically:</p> <p>Use a range of transferable scientific skills to plan enquiries, conduct fair tests, observing and questioning.</p>	<p>The circulatory system, the heart, and healthy lifestyles: humans and animals:</p> <ul style="list-style-type: none"> -Understand the working of the heart and blood vessels. -Understand the impact of healthy and unhealthy lifestyles on the body. - Describe how nutrients and water are transported around the body. <p>Use a range of transferable scientific skills to plan enquiries, conduct fair tests, observing and questioning.</p> <ul style="list-style-type: none"> -Understand that light travels in straight lines. -Understand the working of the eye in relation to light. 		
Computing	Purple Mash Unit 6.1. – Coding	Purple Mash Unit 6.2 – Online Safety	Purple Mash Unit 6.3 – Spreadsheets	Purple Mash Unit 6.4 - Blogging	Purple Mash Unit 6.7 - Quizzing	Purple Mash Unit 6.8 - Binary	
History	The Suffrage Movement in the UK.	The Suffrage Movement in the UK.	<p><u>WW2</u></p> <p>Home Front Evacuation Rationing Kindertransport</p>	<p>Kindertransport (continued) Righteous of the Nations – Aristides de Souza Mendes, Irina Sendler, Alice of Greece.</p> <p>(Compare: Nicholas Winton)</p>	Israel – Creation of a State (Week of Yom Ha'atzmaut)		

Geography	Climate Change	Fair Trade	Britain during WW2 – population change, land use. Fieldwork – use a compass	British Trade	Geography of Israel	
Hebrew	<ul style="list-style-type: none"> - Revision - Going shopping - School trip 	<ul style="list-style-type: none"> - Before school trip - After school trip(past tense) 	<u>Past tense (use the I form)</u> <u>Tour of the school</u>	Revision When were you born? Months of the year	Hobbies What did I do yesterday?	End of year party
Jewish Studies	Rosh Hashanah Yom Kippur Sukkot Simchat Torah Shemini Atzeret Compare theories of evolution with Bereishit	Tzedek tirdof – Jewish obligations to pursue justice. Chanukah	Tu B'Shevat Blessing for survival Shabbaton	Righteous Among the Nations. Purim Pesach - haggadah	Shavuot Yom Ha'atzmaut – explore key Israeli leaders.	Jewish Life Cycle
Tefillah	Consolidation of tefillot already learnt . Learn El Nora Alilah/Recap Avinu Malkeinu, specific liturgy for chagim, Yom Kippur assembly/Hoshanah Rabbah	Consolidation of tefillot already learnt Chanukah – analyse Maoz Tzur.	Recap Shabbat service inc. Kiddush Learn Aleinu (not previously learned), discuss different versions and analyse	Consolidation of tefillot already learnt	Consolidation of tefillot already learnt Hallel (Shavuot)	Consolidation of tefillot already learnt
Art & DT	Political embroidery (banners and flags) How have people used traditional craft to communicate ideas about justice? Start developing fabric art and embroidery skills.	Political embroidery (banners and flags) How have people used traditional craft to communicate ideas about justice? Learn hand embroidery skills (optional – collage)	WW2 Stories - and start to design art based on researched stories of those who lived through WW2.. Graphic design/stencilling – Avram Games	WW2 Stories - and start to design art based on researched stories of those who lived through WW2.. Graphic design/stencilling – Avram Games (continued from Spring 1)	End of Year legacy gift - TBA	Children to make the set and props for their show

RE & Diversity	How Darwin's theories are received by different religions	Concept of social justice in major world religions.	Diversity within Parliament	Religious lives of British people during WW2	Look at diversity within Israel – lifestyle, art, history, religion	Community leaders from different religions Cooperation between different communities
PHSCE & SRE	Zones of Regulation – awareness of own emotions and self-regulation. Eden values – Excellence Safe and Healthy in the Future	Zones of Regulation – awareness of own emotions and self-regulation. Eden values – Responsibility Money in my Future	Heads Up – awareness of own emotions and friendships – preparation for transition. Eden values – Respect Democracy and Government	Heads Up – awareness of own emotions and friendships – preparation for transition. Eden values – Community Me and my place in the world	Staying Safe: Getting around independently, personal security. Eden values – Creativity Celebrate the past and welcome the future	RSE Eden values – Recap
PE	Gymnastics Tag Rugby Hockey Dance		Fitness Gymnastics Basketball Tennis		Athletics Cricket Dance Rounders	
Music	Composition: Earth (Hans Zimmer)	Appreciation: Protest songs (Joni Mitchell, Bob Dylan).	Appreciation -Music of the 1930s and 1940s: Big Band	Performance: Music of the 1930s and 1940s – Wartime songs.	Performance/composition – music for the end of term production.	Performance/composition – music for the end of term production.